

ARCADIA ELEMENTARY

375 Spring Street
Spartanburg, SC 29301

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Dr. Chuck Bagwell	864-576-1371
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	At-Risk
2006	Below Average	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

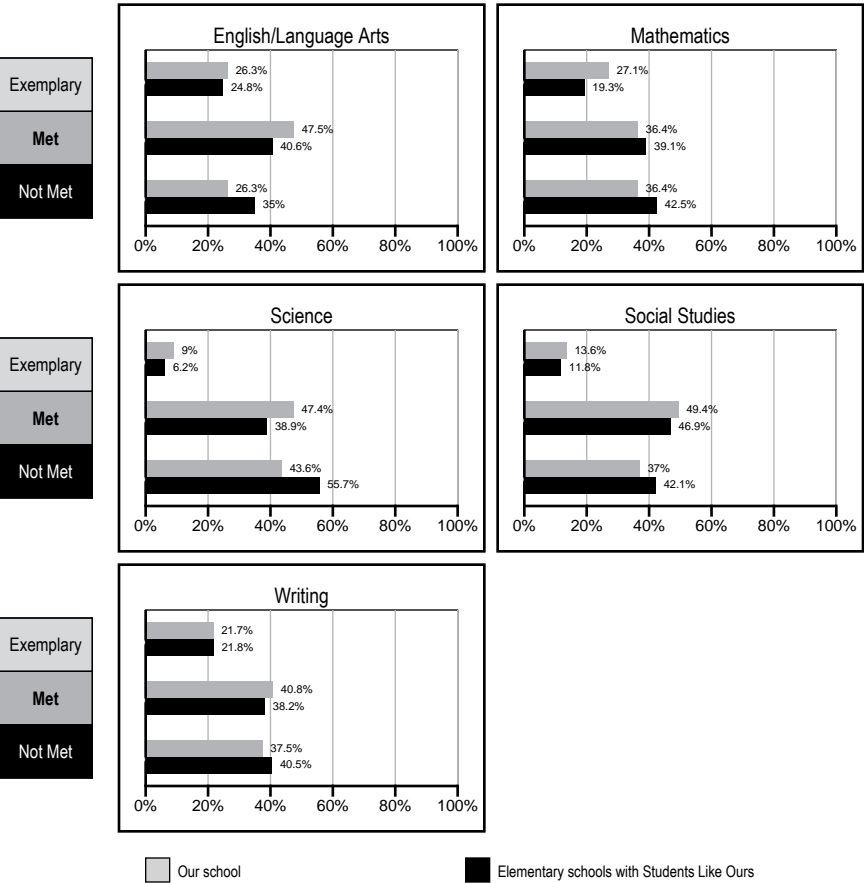
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	76	56	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=363)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 4.0%	1.5%	1.2%
Attendance rate	95.8%	Down from 96.2%	95.9%	96.1%
Eligible for gifted and talented	8.5%	Up from 8.4%	4.3%	11.7%
With disabilities other than speech	8.5%	Down from 9.0%	8.3%	8.0%
Older than usual for grade	0.8%	Down from 1.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	76.0%	Down from 76.9%	60.0%	60.5%
Continuing contract teachers	76.0%	Down from 76.9%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 86.3%	83.2%	87.0%
Teacher attendance rate	96.0%	Up from 95.8%	95.4%	95.4%
Average teacher salary*	\$47,307	Up 1.9%	\$45,499	\$47,288
Professional development days/teacher	12.4 days	Down from 16.9 days	10.7 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.4 to 1	17.2 to 1	19.2 to 1
Prime instructional time	91.3%	Up from 91.0%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,706	Up 4.6%	\$8,762	\$7,548
Percent of expenditures for instruction**	70.3%	Down from 72.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.5%	Up from 51.8%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Exciting things are happening at Arcadia Elementary School academically and socially, as well as in language development and with character education. We are committed to excellence, and our students are given opportunities to move along their continuum of learning through innovative programs and teaching strategies.

Arcadia Elementary School is committed to promoting excellence while ensuring academic, personal, physical, and social development for each child. This year our school community earned the "Closing the Gap" Silver Award from the SC Department of Education for successful growth in PASS test scores by a population of traditionally low achievers. The number one goal of our faculty and staff is to meet the needs of our students and families. We serve K4 through 5th graders.

During this past year, we continued our afterschool and summer Boys and Girls Club, in order to meet the educational and developmental needs of our students. On our school site, we had 165 students in grades K5, second, third, fourth, and fifth who stayed five days per week until 6:00 PM for enrichment, remediation, character education, supervised play time, Girl Scouts, athletic teams, and participation in an outstanding Boys and Girls Club. We had 40 first graders who attended the exceptional ARCH afterschool program at the Arcadia United Methodist Church where they also received quality remediation and enrichment. Our summer program had 150 students, K-5, who again received quality instruction by certified teachers as well as a quality full-day program sponsored by the Boys and Girls Club of the Upstate.

Arcadia Elementary School is proud to have met our adequate yearly progress goal for the 2009 test data. This success proved that many of the programs we have implemented are showing results and progress due to the educational testing levels attained by our students. Some of the programs we have implemented in addition to our district curriculum are SRA reading, Excel Math, Voyager reading, and Calendar Math. We also make use of the Compass Odyssey and Successmaker software for language arts, math, reading, and ESOL.

Our faculty and staff are dedicated to continued improvement on PASS grade level skills and increasing student achievement through sound instruction of standards and other endeavors to provide our students with "A Great Beginning!", our school motto.

Dr. Chuck Bagwell, Principal

Mrs. Heather Amick, SIC and PTO

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	35	31
Percent satisfied with learning environment	84.6%	91.2%	86.7%
Percent satisfied with social and physical environment	84.6%	94.3%	88.9%
Percent satisfied with school-home relations	34.6%	91.4%	93.3%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	138	100	26.3	47.5	26.3	84.7	82.3	83.5	Yes	Yes
Gender										
Male	81	100	35.2	43.7	21.1	78.9	79.7	80.1	N/A	N/A
Female	57	100	12.8	53.2	34	93.6	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	27	100	31.8	36.4	31.8	77.3	88.5	89.6	I/S	I/S
African American	37	100	38.7	45.2	16.1	80.6	74.3	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	92.7	I/S	I/S
Hispanic	71	100	19.4	50	30.6	88.7	74.7	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
Disability Status										
Disabled	25	100	76.2	19	4.8	47.6	46.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	62	100	21.4	51.8	26.8	87.5	74	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	123	100	26.4	48.1	25.5	83	76.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	138	100	36.4	36.4	27.1	77.1	80.9	80.4	Yes	Yes
Gender										
Male	81	100	43.7	31	25.4	71.8	78.9	78.4	N/A	N/A
Female	57	100	25.5	44.7	29.8	85.1	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	27	100	36.4	22.7	40.9	68.2	87	87.8	I/S	I/S
African American	37	100	41.9	48.4	9.7	80.6	72.2	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	93.5	I/S	I/S
Hispanic	71	100	32.3	37.1	30.6	79	75.1	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	25	100	66.7	28.6	4.8	47.6	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	62	100	37.5	37.5	25	75	75.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	123	100	35.8	37.7	26.4	77.4	74.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	93	100	43.6	47.4	9	56.4	66.3	67.3
Gender								
Male	56	100	43.8	45.8	10.4	56.3	65.8	66.9
Female	37	100	43.3	50	6.7	56.7	66.8	67.7
Racial/Ethnic Group								
White	23	100	42.1	52.6	5.3	57.9	78.3	79.6
African American	26	100	45.5	50	4.5	54.5	49.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.1	84.4
Hispanic	43	100	41.7	44.4	13.9	58.3	55.8	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	69.5
Disability Status								
Disabled	14	100	72.7	18.2	9.1	27.3	25.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	36	100	46.7	43.3	10	53.3	54.2	58.6
Socio-Economic Status								
Subsidized meals	84	100	45.8	45.8	8.3	54.2	56.1	55.4

Social Studies

All Students	92	100	37	49.4	13.6	63	70.4	70.9
Gender								
Male	50	100	39.1	45.7	15.2	60.9	70.5	70.1
Female	42	100	34.3	54.3	11.4	65.7	70.3	71.7
Racial/Ethnic Group								
White	15	100	16.7	66.7	16.7	83.3	77.8	79.2
African American	24	100	61.9	28.6	9.5	38.1	59.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	51	100	30.4	54.3	15.2	69.6	63.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	50	71.2
Disability Status								
Disabled	17	100	N/A	N/A	N/A	40	32.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	44	100	34.1	48.8	17.1	65.9	64.7	68
Socio-Economic Status								
Subsidized meals	83	100	37	52.1	11	63	62.3	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	131	98.5	37	41.2	21.8	63	71.8	72.1	95.8	96.3
Gender										
Male	79	98.7	48.6	36.1	15.3	51.4	64.9	65.2	95.7	96.3
Female	52	98.1	19.1	48.9	31.9	80.9	78.8	79.2	95.9	96.4
Racial/Ethnic Group										
White	26	100	40.9	31.8	27.3	59.1	80	80.8	94.3	96
African American	33	100	38.7	45.2	16.1	61.3	61.9	59.7	95.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.1	87	95.2	97.1
Hispanic	69	97.1	34.9	41.3	23.8	65.1	61.4	64.6	96.4	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.8	73.4	90.4	94.1
Disability Status										
Disabled	28	100	53.8	42.3	3.8	46.2	24.9	27.7	96	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
English Proficiency										
Limited English Proficient	61	96.7	39.3	42.9	17.9	60.7	60.8	63.7	96.4	96.4
Socio-Economic Status										
Subsidized meals	117	99.2	37.4	43	19.6	62.6	64	61.9	95.8	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	31.7	41.5	26.8	68.3
	4	47	100	37.5	52.5	10	62.5
	5	37	100	21.9	59.4	18.8	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	22.7	43.2	34.1	77.3
	4	47	100	26.8	56.1	17.1	73.2
	5	43	100	30.3	42.4	27.3	69.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	48.8	39	12.2	51.2
	4	47	100	42.5	37.5	20	57.5
	5	37	100	28.1	59.4	12.5	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	40.9	29.5	29.5	59.1
	4	47	100	29.3	41.5	29.3	70.7
	5	43	100	39.4	39.4	21.2	60.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	N/AV	N/AV	N/AV	19
	4	47	100	45	52.5	2.5	55
	5	20	100	N/AV	N/AV	N/AV	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	52.4	38.1	9.5	47.6
	4	47	100	43.9	43.9	12.2	56.1
	5	22	100	N/A	N/A	N/A	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	23	100	60	35	5	40
	4	47	100	25	67.5	7.5	75
	5	19	100	37.5	37.5	25	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	34.8	39.1	26.1	65.2
	4	47	100	29.3	61	9.8	70.7
	5	21	100	58.8	35.3	5.9	41.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	45	97.8	26.8	46.3	26.8	73.2
	4	47	100	34.1	51.2	14.6	65.9
	5	35	97.1	28.1	37.5	34.4	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	95.7	45.5	43.2	11.4	54.5
	4	45	100	34.1	34.1	31.7	65.9
	5	39	100	29.4	47.1	23.5	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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